



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

433 N Hall, Mesa, AZ 85203

Academy with Community Partners Inc

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Not Evaluated
2002-03	New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Margaret Williamson
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 198
 Web Address : www.acpathope.org
 Phone Number : (480) 833-0068
 Fax Number : (480) 833-8966
 E-mail : mtwilliamson@acpathope.org

Mission

Partnerships combining the resources of the community, family, and the Academy provide an authentic learning environment in which students become active learners. Students empowered with hope develop a feeling of success as they work through real-world projects as valued members of the learning community.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status ^(b)

2004-05	SI Year 1
2003-04	Year 1
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Lifelong learners. Increase number of High School Graduates. Measurable - 75% mastery of instructional material.
- ü Students to meet Arizona Academic Standards. Increase awareness of technology. Increase attendance to 90%.
- ü test

Enrollment

October 1, 2004 School Year Student Enrollment : 187
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 0

Academy with Community Partners

Instructional Programs

- ü All Certified Teachers
- ü Community Service
- ü Curriculum Aligned to AZ Acad. Standards
- ü At-Hope Philosophy
- ü A+ Curriculum/Assessment
- ü Hands-On Training
- ü Special Needs Services
- ü 21st Century Technology

Calendar Information

Number of Instruction Days :	146
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/17/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

We provide parent/teacher meetings when requested. Grade reports are available each block and transcripts are mailed to parents twice yearly, as well as teacher contact with parents. Student handbooks are distributed to students and parents as well as a monthly newsletter. We have a zero-tolerance policy to ensure safety for all.

Parents

Parents sign off on school policies and procedures when interviewed with student at intake. Dress codes, discipline, and grading procedures outlined in handbook.

Transportation Policy

No transportation is provided by the Academy. The city transit system is available. Field trips are taken with buses which are privately contracted. For special needs, community resources are available.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Charter School State Basketball Champion	2005
ü Awarded Dissemination/Funds from Federal Government	2001
ü SRP Solar Spectacular Monetary Awards	2005
ü Perseverance Award - SRP Solar Boat Race	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	69846	96	98	100	660	660	699	75	75	21	6	6	11	19	19	49	0	0	18
All Students (Prior Year)	37	37	65934	79	79	100	474	474	492	68	68	43	11	11	18	19	19	24	3	3	15
Female	16	16	34328	100	100	99	671	671	702	71	71	19	0	0	12	29	29	51	0	0	18
Male	30	30	35509	94	97	100	652	652	696	78	78	23	11	11	11	11	11	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	16	16	23363	89	89	100	658	658	680	80	80	32	0	0	16	20	20	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	28	28	36421	100	100	99	662	662	714	70	70	12	10	10	8	20	20	54	0	0	26
Students with Disabilities	--	--	7690	--	--	100	--	--	593	--	--	64	--	--	14	--	--	21	--	--	2
Students without Disabilities	45	45	62220	96	98	99	660	660	712	75	75	16	6	6	11	19	19	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	20	20	21421	71	74	92	656	656	686	100	100	35	0	0	15	0	0	43	0	0	7
Non-Economically Disadvantaged	26	26	48489	100	100	100	662	662	704	64	64	15	9	9	10	27	27	52	0	0	23

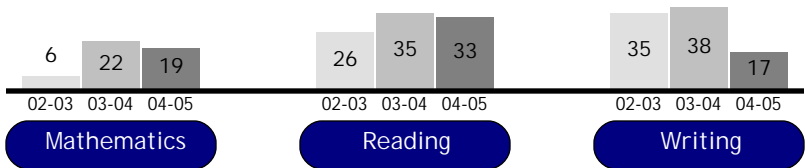
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	71311	95	95	100	664	664	694	17	17	7	50	50	21	33	33	63	0	0	9
All Students (Prior Year)	49	49	68162	94	94	100	489	489	509	20	20	18	45	45	24	35	35	51	0	0	8
Female	14	14	34899	93	93	100	672	672	700	13	13	5	50	50	19	38	38	66	0	0	10
Male	28	28	36430	97	97	100	657	657	688	20	20	9	50	50	22	30	30	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	16	16	24056	94	94	100	647	647	672	20	20	13	60	60	31	20	20	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	24	24	36841	92	92	99	670	670	713	17	17	3	42	42	12	42	42	72	0	0	13
Students with Disabilities	--	--	8021	--	--	100	--	--	590	--	--	27	--	--	42	--	--	29	--	--	1
Students without Disabilities	41	41	63379	95	95	100	664	664	707	17	17	5	50	50	18	33	33	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	21	21	22243	88	88	93	631	631	677	43	43	14	57	57	32	0	0	51	0	0	3
Non-Economically Disadvantaged	21	21	49157	100	100	100	685	685	702	0	0	4	45	45	16	55	55	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	44	70868	100	100	100	648	648	688	6	6	5	78	78	23	17	17	63	0	0	9
All Students (Prior Year)	48	48	67629	92	92	100	483	483	524	44	44	22	19	19	16	38	38	59	0	0	3
Female	14	14	34710	93	93	99	670	670	697	0	0	3	63	63	19	38	38	66	0	0	12
Male	30	30	36176	100	100	100	630	630	678	10	10	7	90	90	27	0	0	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	17	17	23868	100	100	100	650	650	670	0	0	9	100	100	33	0	0	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	25	25	36710	96	96	99	645	645	702	8	8	2	67	67	15	25	25	69	0	0	13
Students with Disabilities	--	--	7900	--	--	100	--	--	580	--	--	22	--	--	49	--	--	28	--	--	1
Students without Disabilities	43	43	63054	100	100	99	648	648	701	6	6	3	78	78	20	17	17	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	22	22	21994	92	92	92	647	647	673	0	0	10	71	71	36	29	29	52	0	0	3
Non-Economically Disadvantaged	22	22	48960	100	100	100	649	649	694	9	9	3	82	82	18	9	9	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	91	37	37	41	100	30	NA	42	78	54	54	51
	Language	100	25	25	42	NC	NC	NC	42	78	43	43	50
	Mathematics	100	43	43	60	100	36	36	63	78	42	42	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Academy with Community Partners

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 9 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ☐ Budget
- ☐ Personnel Decisions
- ☐ Discipline
- ☐ School Safety Issues
- ☐ Curriculum Development
- ☐ Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	10.00
Other Professional Staff	3.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	0	1	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	27%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ☐ Computer Lab
- ☐ Library
- ☐ Biology Lab/Greenhouse
- ☐ Dance Room

Extracurricular Activities

- ☐ Fine Art
- ☐ Boy's Basketball
- ☐ Food/Clothing Drive
- ☐ Girl's Basketball
- ☐ SRP Solar Spectacular
- ☐ Yearbook
- ☐ Web Page Design
- ☐ Student Council

Social Services

- ☐ Counseling Services
- ☐ Parenting Assistance Services
- ☐ DES Services
- ☐ Polling Site for Voting
- ☐ Health Services
- ☐ Job Placement Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Of the 26 Graduates in 2003-04, 61 percent had a GPA above 3.0.
In 2004-05 our attendance rate was at 96 percent and meet Adequate Yearly Progress.
- ü The charter is celebrating its 10th anniversary. We have graduated 464 students. We expanded our campus to a second building which is located on over four acres.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	41	12	12	17
Transfers In Rate ⁶	175	28	28	37
Stability Rate ⁷	59	87	87	82
Promotion Rate ⁸	63	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	15	0	1	6
Status Unknown ¹¹	11	0	1	4
Graduation Rate ¹²	71	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All staff is aware of procedures for the safety and well-being of students. Smaller classes allow students to get more individual instruction. Students are aware of the Zero-Tolerance Policy. Staff is CPR-certified through American Red Cross.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Margaret Williamson	(480) 833-0068
Transportation Policy	Margaret Williamson	(480) 833-0068
Community Resources	Teofila Makiling-Angst	(480) 833-0068
School Nutrition Programs		
Parent Organization	Rosie Gomez	(480) 659-2361
Student Health/Nurse	Teofila Angst	(480) 833-0068

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.